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ABSTRACT

The Private Colleges Accreditation Board is authorized to make recommendations to the Alberta, Canada, Minister of Learning with respect to baccalaureate degrees, other than those in Divinity programs. This annual report, for the period April 1, 2002 to March 31, 2003, describes the activities of the Board. During the reporting period, the Private Colleges Accreditation Board completed its review of the accreditation process and adopted some refinements. The Board began to review two applications from institutions not yet authorized to offer an accredited degree program. Two new programs from already accredited institutions were approved, and four of five proposed new concentrations at two private colleges were approved. The report contains these sections: (1) "Introduction"; (2) "Membership of the Board"; (3) "Activities of the Board"; (4) "Accreditation Handbook"; (5) "Board Committees"; (6) "Communication with Presidents"; (7) "PCAB's Web Site"; and (8) "Administration." (SLD)

Private Colleges Accreditation Board

Annual Report

1 April 2002 - 31 March 2003

Alberta PRIVATE COLLEGES ACCREDITATION BOARD

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25 June 2003

Honourable Dr. Lyle Oberg
Minister of Learning
204 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Dr. Oberg:

On behalf of the Private Colleges Accreditation Board, I have the honour of providing you with the eighteenth Annual Report for the year ending March 2003.

Respectfully,



Dianne K. Kieren, PhD, PHEc
Chair

1. Introduction

The Private Colleges Accreditation Board (PCAB) was established in 1984 by an amendment to Alberta's *Universities Act*. It is authorized to make recommendations to the Minister of Learning with respect to baccalaureate degrees, other than those in Divinity programs, which may be offered by Alberta private colleges. With the concurrence and support of the Minister of Learning, authority to offer degrees may be granted by Order in Council.

The primary work of the Board is to receive and review applications from private colleges for accreditation of baccalaureate programs, and to conduct periodic evaluations of accredited programs. The Board has established conditions which must be satisfied by a college proposing to offer a degree program so that each approved program meets acceptable academic standards. These conditions include, in part: an appropriate curriculum, a sufficient number of suitably qualified faculty members, an organizational structure designed to support academic programs, appropriate library and learning resources, evidence of continuous improvement, and sufficient financial resources available to support the programs.

Seven private colleges have been authorized to offer degree programs since 1984. Augustana University College, Canadian University College, Concordia University College of Alberta and The King's University College are authorized to offer three-year and four-year Bachelor of Arts and Bachelor of Science programs.

Taylor University College and Seminary (formerly known as North American Baptist College) and Canadian Nazarene University College (also known as Nazarene University College) may both offer three-year and four-year Bachelor of Arts programs.

Several of the private colleges have been authorized to offer other degree programs: Canadian University College may offer a four-year Bachelor of Business Administration program; The King's University College may offer four-year Bachelor of Commerce and four-year Bachelor of Music degree programs; both Concordia and King's are authorized to offer two-year Bachelor of Education (after degree) programs in elementary education; Concordia may offer a two-year Bachelor of Environmental Health (after degree) program; and Augustana may now offer four-year Bachelor of Management in Business Economics and Bachelor of Music programs.

The DeVry Institute of Technology-Calgary may offer the following: Bachelor of Technology in Computer Information Systems, Bachelor of Technology in Electronics Engineering Technology, and Bachelor of Business Operations.

2. Membership of the Board

The Board consists of thirteen members appointed by the Minister of Learning: a chair, four members of the public, four university academic staff members nominated by the Universities Co-ordinating Council, and four private college academic staff members nominated jointly by their presidents. In addition, the Minister designates an official from his Department to attend meetings in a non-voting capacity. The part-time services of an executive officer, as well as other Secretariat staff are provided to the Board by the Minister.

During the reporting period, the following individuals have served the Board.

Chair

Dianne Kieren

Public Members

Ivan Bernardo

Diane Koenig (to April 2002)

Dennis Kadatz

Marcel Labbe (from June 2002)

Jim Wachowich

University Members

Shamsul Alam

Lynn Bosetti

Ken Collier (from November 2002)

Alan Davis (to November 2002)

Todd Rogers

Private College Members

Karen Bottomley (to September 2002)

Robert Bruinsma (to September 2002)

Catherine Eddy (from August 2002)

David Neale

Harry Prest

Kevin Quast (from August 2002)

Executive Officer

Marilyn Patton

Board's Code of Conduct

The Board has an approved Code of Conduct for its members and all board evaluators. The Code addresses the participation of Board members and its evaluators in issues that may be perceived as being in a conflict of interest. It is intended to provide guidance for members to ensure all activities of members are carried out in a professional and ethical manner.

3. Activities of the Board

Accreditation Process

In April 1998 the Board implemented a revised accreditation process for private colleges applying to offer undergraduate degree programs. The requirement that a private college have a track record of affiliation with an Alberta university was eliminated and replaced by an organizational evaluation.

The accreditation process includes an initial review by the Accreditation Committee to determine if the application is complete and ready for review by the Board. The Board then determines if the application should proceed or not. If everything is in order, the applicant undergoes an organizational evaluation and the Board hires a team of external experts to support the evaluation. The team uses the Board's tool, "Framework for Organizational Evaluation", to assess the college's ability to mount and sustain degree programs. The evaluation looks at the extent to which the college has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

If the Board is satisfied with the organizational evaluation, a second team of evaluators is chosen to review and assess the proposed degree program(s). The team uses the Board's new "Framework for Program Evaluation" tool to assess the proposed programs to ensure that the level of learning achieved is consistent with baccalaureate programming and that the program(s) are comparable in quality to other similar degree programs offered elsewhere. The Board also conducts an on-site visit to the college and meets with college officials.

Based on the outcome of these evaluations, the Board decides whether or not to recommend program approval to the Minister. The Minister may recommend that the Lieutenant Governor in Council issue an Order in Council authorizing the college to offer the accredited degree program.

The 1998 revisions to the accreditation process also included a move to partial self-financing of the Board by recovering the costs of evaluations and assessing an annual continuing accreditation fee and an application fee. As well, the Board requires private colleges to have appropriate financial security for each accredited program before it can be offered.

During the reporting period, the Board completed its review of the accreditation process and adopted a number of refinements. (See Committees below.)

New Applicants

This accreditation process was designed to accommodate a broader range of institutional types and, potentially, a greater diversity of baccalaureate programs. During 2002-2003, the Board began its review of two applications from institutions not authorized to offer a Board-accredited degree program. This work continued throughout the reporting year and is currently moving through the accreditation process.

Consideration of Other Program Proposals

In addition to proposals from applicant institutions not authorized to offer a Board-accredited degree program during the year, the Board continued to receive and review new program proposals from colleges that already had authorization to offer specific PCAB-accredited degree programs.

Orders in Council were signed in the reporting period for the following PCAB-approved degree programs:

Canadian University College
4-year Bachelor of Science in Psychology

Canadian Nazarene University College
4-year Bachelor of Arts in Behavioral Science

During the reporting period, the Board also considered proposals for five new concentrations at two private colleges. The Board approved four of the five proposed concentrations.

Periodic Reviews

The *Universities Act* requires that the Board establish procedures for the periodic review of the operations of the private colleges offering accredited programs. Two procedures are employed for this purpose. One is the submission by the college of an Annual Report each November for consideration by the Board. A second procedure is a comprehensive evaluation which occurs after 5 years and 10 years of the time the college was awarded its first degree program.

The comprehensive evaluation has four components: the college's Self-Study, the report of an external evaluation team, the response by the college to that report, and a visit to the college campus by the Board. The Board has completed first comprehensive evaluations of Augustana, Canadian, Concordia and King's, as well as a second comprehensive evaluation of Augustana. In 2002-2003 The King's University College completed its second comprehensive evaluation. The following is the schedule for second comprehensive evaluations for the other institutions: Concordia in 2003-2004 and Canadian in 2004-2005. First comprehensive evaluations for Nazarene, DeVry-Calgary and Taylor will take place in 2005-2006, 2006-2007, and 2007-2008 respectively.

The Board also asks the private colleges with accredited degree programs to submit an Annual Report to the Board each November. Each June the Board reviews its reporting requirements to ensure the information being requested is useful and relevant. (See section on Committees.) These reports are consolidated and examined by the Board with a view to assuring that the quality of the programs remains high. Also included in the consolidated document is a comparative table of basic indicators which is prepared by the Secretariat. (See Table 1, Addendum A.) The 2001-2002 Annual Reports were considered at the December meeting of the Board. Enrolment and graduate statistics drawn from the reports of the colleges are included in this Annual Report as Tables 2 and 3 in Addendum A.

Board Assessment

During the reporting period, the Board conducted a second assessment of its processes. A similar assessment took place in 1999. In November 2002, questionnaires were sent to Board members, institutional presidents of private colleges offering accredited degree programs and institutional presidents from institutions with active applications under consideration or those which had received a negative decision. Responses to the questionnaires were tabulated and summarized by the System Improvement and Reporting Division of Alberta Learning.

The results of the assessment were discussed at the Board meeting of February 2003. As some areas of improvement were identified, and with impending new legislation, effort will be made to incorporate these elements into the development of a new board's structure and processes.

Consultation on Legislative Changes

In response to an invitation from Alberta Learning, in September 2002 the Board provided its comments with respect to the Ministry's review of the *Universities Act*, *Colleges Act*, *Technical Institutes Act* and the *Banff Centre Act*. Primarily focusing on the *Universities Act*, the Board made suggestions with respect to such issues as Board composition, divinity degrees and their nomenclature, and graduate degrees. It subsequently had several opportunities to comment on suggested changes, including a proposed new mechanism to accredit and expand the provision of degree programs in the province.

4. Accreditation Handbook

The *Accreditation Handbook* documents the Board policies and procedures for dealing with proposals from private colleges seeking to offer accredited undergraduate degree programs.

A number of changes to the *Handbook* were adopted during 2002-2003. Members adopted changes to the *Handbook* with respect to an institution offering Board-accredited degrees out of province (Article 8.4). In addition, members adopted new guidelines for Interdisciplinary and Thematic Studies (Articles 8.8 to 8.8.5, and 8.18.7).

5. Board Committees

In addition to the Board's Accreditation Committee, throughout the reporting year the work of four ad-hoc committees was completed. One committee reviewed the requirements with respect to the ongoing review of institutions that have completed a second Comprehensive Evaluation, and a second reviewed the accreditation process with respect to annual reporting. A third committee served to review applications for the public member position with the Board in order to make a recommendation to the Minister. A fourth committee reviewed the requirements of minimal

qualifications for instructors in Board-accredited programs. An amendment to the *Accreditation Handbook* will be proposed in the next reporting period.

6. Communication with Presidents

The Board continued its policy of participating in effective communication with institution presidents. From time to time the Chair and Executive Officer meet with the presidents of the private colleges authorized to offer accredited degree programs. The Board distributes proposed *Accreditation Handbook* changes to presidents for comment prior to making them effective, notifies them of pertinent agenda items prior to each Board meeting and provides a summary of meeting outcomes, where appropriate.

7. PCAB's Web Site

As a means of communicating with its stakeholders and members of the public, the Board has developed its presence on the Internet. In addition to providing information about the Board and a list of the programs it has accredited, the site includes the following:

- the *Accreditation Handbook*, *Annual Report* and *Management Plan*, in portable document format (pdf),
- a summary of the revised Accreditation Process,
- a Checklist and Financial Table for new applicant private colleges,
- a "What's New" page which flags changes to the *Handbook* and any new initiatives and directions,
- links to the Web sites of each private college with accredited degree programs,
- a "Statement of Institutional Integrity" which is required from institutions submitting applications or program proposals to the Board, and
- a "Common Curriculum Vitae" template for information to be included in each CV submitted to the Board.

The address of the Board's Web site is: <http://www.pcab.gov.ab.ca>

8. Administration

The Secretariat assists the Chair and the Board in their activities by providing advice on matters of policy, organizing meetings, helping to set meeting agendas, and preparing publications. It also provides information in response to inquiries from various agencies, prospective applicants and members of the public about matters related to private colleges and

accreditation. To facilitate their work, the Board's Executive Officer or delegate serves as an advisory member on all external evaluation teams.

The Secretariat supports both the Private Colleges Accreditation Board and the Alberta Council on Admissions and Transfer. The Secretariat continues to operate utilizing the services of two managers and administrative staff. The position of research officer remained unfilled for the duration of this reporting period.

Table 1
BASIC INDICATORS FOR FOUR YEARS
1998-99, 1999-2000, 2000-01 and 2001-02

STUDENTS		Years	Augustana University College	Canadian Nazarene University College	Canadian University College ⁴	Concordia University College of Alberta ⁵	DeVry Institute of Technology - Calgary ²	The King's University College	Taylor University College & Seminary ³
FLE Students (in all university-level programs)		2001-02	819.17	104.07	362.99	1,115.75	1,255	475.40	208.01
		2000-01	793.62	63.07	384.36	1,131.05	N/A	451.71	N/A
		1999-00	749.32	N/A	338.78	1,041.05	N/A	431.40	N/A
		1998-99	707.87	N/A	291.73	981.10	N/A	424.16	N/A
Number of graduates (PCAB programs)		2001-02	130	23	46	246	23	112	28
		2000-01	127	13	40	205	N/A	127	N/A
		1999-00	158	N/A	40	231	N/A	107	N/A
		1998-99	124	N/A	32	199	N/A	111	N/A
STAFF									
Teaching staff: Number		2001-02	97	19	46	149	63	85	29
		2000-01	95	15	51	135	N/A	87	N/A
		1999-00	87	N/A	52	148	N/A	88	N/A
		1998-99	90	N/A	45	153	N/A	75	N/A
Teaching staff: FTE		2001-02	60.52	10.0	35.26	88.40	53	45.38	13.75
		2000-01	58.23	8.8	39.57	85.71	N/A	42.11	N/A
		1999-00	57.89	N/A	37.38	82.61	N/A	37.41	N/A
		1998-99	53.98	N/A	36.11	77.47	N/A	39.07	N/A
University-level students/ FTE teaching staff		2001-02	13.54	10.7	10.29	12.62	19.6	10.48	15.1
		2000-01	13.63	7.17	9.71	13.20	N/A	10.73	N/A
		1999-00	12.94	N/A	9.06	12.60	N/A	11.53	N/A
		1998-99	13.11	N/A	8.08	12.66	N/A	10.86	N/A

Table 1
BASIC INDICATORS FOR FOUR YEARS
1998-99, 1999-2000, 2000-01 and 2001-02

	Years	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College Of Alberta ⁴	DeVry Institute of Technology - Calgary ²	The King's University College	Taylor University College & Seminary
FINANCIAL DATA								
Full-time Tuition (per two terms)	2001-02	\$5,120	\$5,970	\$8,224	\$4,925	\$8,390*	\$5,704	\$5,200
	2000-01	\$4,890	\$5,430	\$7,840	\$4,695	N/A	\$5,425	N/A
	1999-00	\$4,695	N/A	\$7,840	\$4,470	N/A	\$5,208	N/A
	1998-99	\$4,600	N/A	\$7,840	\$4,195	N/A	\$4,845	N/A
LIBRARY								
Library expenditures per FLE university-level student	2001-02	\$560	\$773	\$857	\$661	N/A	\$936	\$809
	2000-01	\$606	\$1,251	\$840	\$589	N/A	\$876	N/A
	1999-00	\$546	N/A	\$1,028	\$617	N/A	\$828	N/A
	1998-99	\$591	N/A	\$1,172	\$654	N/A	\$793	N/A
Library expenditures as a % of general operating expenditures	2001-02	3.5%	4.9%	3.6%	4.6%	N/A	6.7%	5.7%
	2000-01	3.8%	4.2%	3.0%	5.2%	N/A	6.5%	N/A
	1999-00	3.4%	N/A	3.0%	5.2%	N/A	6.4%	N/A
	1998-99	3.9%	N/A	3.8%	5.4%	N/A	5.4%	N/A
FLE students per library staff	2001-02	127	45	79.8	107	N/A	75.5	52
	2000-01	114	32	79.7	127	N/A	71.4	N/A
	1999-00	112	N/A	75.6	125	N/A	68	N/A
	1998-99	122.2	N/A	58.2	111	N/A	71	N/A
% of library expenditures devoted to library personnel expenditures	2001-02	62.6%	75%	62.7%	56.8%	N/A	51.3%	71.4%
	2000-01	56.6%	75%	55.8%	56.7%	N/A	55.3%	N/A
	1999-00	56%	N/A	60.1%	54.6%	N/A	59%	N/A
	1998-99	48.6%	N/A	58.2%	57.6%	N/A	55.4%	N/A

1. Canadian Nazarene University College was authorized in July 2000 to offer its first degree program. The College began reporting annually to the Board in 2000-01.

2. DeVry Institute of Technology - Calgary was authorized in January 2001 to offer its first degree programs, and began to report annually to the Board in 2001-02.

3. North American Baptist College was authorized in July 2001 to offer its first degree programs, and began to report annually to the Board in 2001-02. It became Taylor University College and Seminary in 2002.

4. Prior to the 2000-01 reporting period, Canadian University College's Revenues and Expenses tables did not include amounts for High School or the Masters degree program. Beginning in 2000-01, these amounts were reported under Business Enterprise so that the Revenues and Expenses tables would agree with the College's audited financial statements.

5. Prior to the 2000-01 reporting period, Concordia's Revenues and Expenses tables did not include amounts for High School or Student Association Fees. Beginning in 2000-01, these amounts were reported under Business Enterprise so that the Revenues and Expenses tables would agree with the College's audited financial statements. As well, Concordia changed accounting systems in 2001.

Therefore, financial data may not be comparable to that from previous years.

6. Previous years included approximately 4.5 FTE teachers in BED degree program offered through a Partner-Campus Agreement with Union College.

* Based on 2 terms of study.

Table 2
2001-2002 Student FLE Enrolments at Alberta
Private Colleges with Accredited Programs¹

	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College of Alberta	DeVry Institute of Technology - Calgary	The King's University College	Taylor University College & Seminary
PCAB² – Approved Degree Programs							
BACHELOR OF ARTS							
– 3 Year							
Total	293.37	100.24	76.15	623.8		176.17	75.11
BACHELOR OF ARTS							
– 4 Year							
Behav. Science			18.97				
Economics	14.03						
Engineering	27.13			3.6		15.06 17.53	
English			5.97				
Enviro. Studies							
General							
History	17.08						
Mod. Languages	4.42					2.22	
Music	16.23						
Phys. Education	51.20						
Philosophy							
Psychology	57.81			29.7 1.5		51.98	37.45
Religious Studies	11.70						
Sociology	199.60		83.45	34.8		86.78	37.45
Total	492.97	100.24	159.60	658.60		262.95	112.56
TOTAL ARTS							
BACHELOR OF SCIENCE							
– 3 Year							
Total	130.54		44.11	198.00		35.89	
BACHELOR OF SCIENCE							
– 4 Year							
Art							
Biology	51.68		38.61	0.80 4.10		19.39 8.42	
Chemistry						20.80	
Comp. Science	31.23						
Drama							
Economics	0.43						
English							
Enviro. Sci/Sids	16.43			3.150		21.46	
General Studies							

¹ No entry means that the College is not authorized to offer the program. An entry of 0 means there were no enrolments in the accredited program.

² Private Colleges Accreditation Board

	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College	DeVry Institute of Technology - Calgary	The King's University College	Taylor University College & Seminary
History							
Interdisc. Studies							
Mathematics							
Music							
Mod. Languages	0.55						
Philosophy							
Phys. Education	20.70						
Political Studies							
Psychology	10.02						
Religious Studies							
Sociology							
Undeclared							
Total	131.04		38.61	8.05		70.08	
TOTAL SCIENCE	261.58		82.72	206.05		105.96	
BACHELOR OF BUSINESS ADMIN.							
Total			15.91				
BACHELOR OF COMMERCE							
Total						35.44	
BACHELOR OF EDUCATION (AD)							
Total				132.3		56.60	
BACHELOR OF MANAGEMENT							
Total	38.29						
BACHELOR OF MUSIC							
Total	11.16					14.41	
BACHELOR OF BUSINESS OPERATIONS							
Total					144.00		
BACHELOR OF TECHNOLOGY IN COMPUTER INF. SYSTEMS							
Total					237.00		
BACHELOR OF TECHNOLOGY IN ELECTRONICS ENG. TECHN.							
Total					139.00		
UNCLASSIFIED				73.9			

Table 2 continued...

	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College	DeVry Institute of Technology - Calgary	The King's University College	Taylor University College & Seminary
TOTAL DEGREE STUDENTS							
Total	804.00	100.24	258.23	1070.85	520.00		112.56
Other University-Level Programs	15.17	3.83	104.76	44.90	735.00		95.45
TOTAL BY INSTITUTION	819.17	104.07	362.99	1115.75	1255.00	475.36	208.01

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Table 3
2001-2002 Degree Graduates at Alberta
Private Colleges with Accredited Programs

	Augustana University College		Canadian Nazarene University College		Canadian University College		Concordia University College		DeVry Institute of Technology - Calgary		The King's University College		Taylor University College & Seminary	
	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year
BACHELOR OF ARTS (3-Year)	59	62	23	13	18	25	138	97			61	60	23	N/A
BACHELOR OF ARTS (4-Year)													5	N/A
Behavioral Science					4	0								
Economics	5	2												
English	7	5			3	0	1	1			2	1		
Environmental Studies											3	3		
History	3	2												
Mod Lang/Phys Ed														
Music	2	5			2	0					0	3		
Physical Education	8	3												
Psychology	12	10					17	24			9	18		
Psychology/Sociology	0	1												
Religious Studies					6	6								
Sociology	6	5												
TOTAL ARTS	102	95			33	31	156	122			75	85	28	N/A
BACHELOR OF SCIENCE (3-Year)														
	16	22			8	2	24	22			7	11		
BACHELOR OF SCIENCE (4-Year)														
Biology	4	9			3	5	1	0						
Chemistry							1	3			1	1		

Table 3 continued...

	Augustana University College		Canadian Nazarene University College		Canadian University College		Concordia University College		DeVry Institute of Technology - Calgary		The King's University College		Taylor University College & Seminary	
	Major/Concentration	Past Year	Major/Concentration	Past Year	Major/Concentration	Past Year	Major/Concentration	Past Year	Major/Concentration	Past Year	Major/Concentration	Past Year	Major/Concentration	Past Year
Computing Science	5	0												
Environmental Studies														
Math														
Physical Education	1	0												
Psychology	1	1												
TOTAL SCIENCE	27	32			11	7	28	25			11	20		
BACHELOR OF BUSINESS ADMIN (4-Year)														
Business Admin					2	2								
BACHELOR OF BUSINESS OPERATIONS (4-Year)														
BACHELOR OF TECHNOLOGY IN COMPUTER INFORMATION SYSTEMS														
BACHELOR OF TECHNOLOGY IN ELECTRONICS ENGINEERING TECHNOLOGY														
BACHELOR OF EDUCATION (2-Year) Elementary														
							62	58			25	21		
BACHELOR OF MUSIC (4-Year) Music	1	1									1	1		
Total 2001-2002	130		23		46		246		23		112		28	
Total 2000-2001	127		13		40		205		N/A		127		N/A	

Addendum B

Publications of the Accreditation Board

Accreditation Handbook, Fourth Edition, February 1998

The *Handbook* documents the basic policies and procedures of the Board for dealing with proposals from private colleges seeking authority to grant degrees. A number of revisions have been incorporated in the document since its publication in 1998. The current version with amendments to December 2002 is available on the PCAB Web site.

A Guide for Teams Conducting Comprehensive Evaluations of Accredited Programs

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating accredited programs within the framework of the comprehensive evaluation process. It is reviewed before each comprehensive evaluation and updated as required.

A Guide for Teams Conducting Evaluations of Proposed Programs

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating proposed programs. It is reviewed before each program evaluation and updated as needed.

A Guide for Teams Conducting Organizational Evaluations

The guide provides information for external evaluation teams with respect to their role and responsibility when conducting organizational evaluations of first-time applicants. The "Framework for Organizational Evaluations" is included. The guide is reviewed before each organizational evaluation and updated as needed.

Instructions and Sample Forms for Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Programs, Fifteenth Edition, June 2002

The Board requires that private colleges submit an annual report to the Board each November. This document provides instructions with respect to the format and content of this annual reporting. Each year the instructions are reviewed and amended as needed.

Management Plan, 2002-2007, June 2002

The Plan lists the known activities of the Board during a five-year span.

Private Colleges Accreditation Board: Annual Report

The Board reports annually to the Minister of Learning.

A number of these publications can be downloaded from the Accreditation Board's Web site at <<http://www.pcab.gov.ab.ca>>.



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